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French Roots and their Families. A synthetic vocabulary based upon derivations, for schools and candidates for public examinations. By EUGÈNE PELISSIER, M.A., B.Sc., LL.B. London, Macmillan & Co., 1886. XX, 430.

The author has endeavored to make the acquisition of an extended French vocabulary easy for the student by grouping together all terms belonging to the same root. Thus we have on 430 pages about 500 of such groups, some of which contain as many as 120 words. But certainly no teacher will expect his classes to learn systematically such a group as *chiche, chicot, chicoter, chicon, chique, chiquer, chiquet, déchiqueter*; and as a work of reference the book is useless, since, in the first place, many words are omitted, for example, in the above group *chiche-face, chicherie, chicheté*, while, on the other hand, the absence of an index makes it almost impossible, at least for one just beginning the study of French etymology, to find the group in which he must look for a certain word, witness *sûr* which is given under *cure*, *prône* under *citer*, *ainé* under *gent*, *couteau* under *chausse*, etc. In a book of this character, to go back beyond the Latin to the Sanskrit and put into one group such words as *gloire* and *louange*, because they are supposed to be connected with the Skt. \sqrt{gru} , or *cadavre* and *chignon*, because both Latin *cadere* and Latin *catena* are referred to Skt. \sqrt{kat} , would be useless even if the common origin of such words were always as well established as the author seems to think. In the introductory "glance at the history of the French language" (a little more than two pages!) we object to the assertion that, of the doublets *attaquer: attacher, camp: champ, caisse: châsse, carte: charte, cause: chose*, all those with initial *c* come from the Picard dialect, and to the vague and inaccurate statement that in French "the medial consonant, that is, the consonant placed between two vowels disappears." There are also eleven pages containing remarks on derivation, composition, and gender. On the whole, we think that the author has spent a great deal of time and labor on the compilation of a book for which we can see no use in the classroom or on the reference-shelf.

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German Simplified, by AUGUSTIN KNOFLACH.

New York: the Author, 1885. Pamphlet edition, with Keys, 12 numbers at 10 cents each. School edition, one volume, cloth, \$1.25.

This German manual is intended primarily for those who are obliged to learn the language without the aid of a teacher. Acknowledging that it is much better to have a teacher, the author has attempted to do the best that can be done for those who have to work alone, and has succeeded in meeting most of the difficulties of the situation.

The pronunciation is carefully explained and is indicated by the system employed in Webster's dictionary. Probably no better method was available, and yet the perplexities arising from the use of an intermediate notation would make it advisable that the learner free himself from it as soon as possible.

There are given many items as to the language, suggestions as to the method of study, together with questions and drills, which would not be necessary for those who have a teacher and yet would be helpful even to such.

The pamphlet edition is also supplied with detached sheets containing Keys to the exercises and answers to the questions there asked. These will, of course, be found very useful in the case of self-instruction. The edition for use in school is in one volume and omits the Keys.

The general aim seems to be practical. No effort is made to teach grammar for its own sake, but the grammatical teaching that is given is sound and surely covers the essentials, and the illustrations and exercises are full.

German is the author's native tongue, but he has lived long enough in America to have thoroughly mastered the English and has the advantage of much experience in teaching Americans and in preparing books for the use of Americans, so that he escapes the pit-falls that catch most Germans who too confidently undertake to teach their native tongue.

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